



## SCHOOL CONTEXT STATEMENT

School number: 0892

Updated: June 2026

School name: Salisbury High School

### General Information

School Principal name: Mrs Danni Margan

Deputy Principal: Ms Therese Musolino

Year of opening: 1959

School Classification: Category 3

Region: Northern

DECD Partnership: Orion

Disrict: Salisbury

Postal Address: 14 Farley Grove, Salisbury North SA 5108

Location Address: 14 Farley Grove, Salisbury North SA 5108

Distance from GPO: 22 km

Telephone number: 08 8182 0200

School website: [www1.salisburyhigh.sa.edu.au](http://www1.salisburyhigh.sa.edu.au)

School e-mail: [dl.0892.info@schools.sa.edu.au](mailto:dl.0892.info@schools.sa.edu.au)

Child Parent Centre (CPC) attached: N/A

Out of School Hours Care (OSHC) service: N/A

### Student enrolment trends

Student numbers increased during the period 1995 to 2010 from 500 culminating in over 1000 students. From 2010, numbers have fluctuated and currently sit at around 1035 in 2026. We are experiencing an increase in enrolments with waiting lists required to be in place. Priority is given to in-zone students.

2026 will see Salisbury High School at capacity in most year levels.

## Staffing numbers (as of January 2026):

87 Teaching staff. This includes the Principal, plus 1 permanent TRT, 1 PBL mentor, 25 part time staff and 62 fulltime staff.

86 SSOs. This includes ancillary staff who work in Admin, Students with Disabilities, Learning Intervention, Classroom support, 3 ACEO (Aboriginal Community Education Officer), 3 GSE (Groundsmen), 2 BSSO (Bilingual Support Officer).

## Public transport access

Many students walk or ride bicycles (a securely locked bicycle area is provided). Some senior students drive cars. Some students use the bus and trains available at the Salisbury Interchange, which is within five minutes walking distance. Other buses are available from Waterloo Corner Road, which is within a five-minute walk to the school.

## Special site arrangements

- Special Education Unit

## Students (and their welfare)

### General characteristics

The student population is culturally diverse, with nearly thirty different nationalities represented. The socioeconomic status of families is mixed, with approximately 53% on school card. Students are staying on longer at school and pursuing multiple pathways through a flexible senior school curriculum.

### Student well-being programs

Salisbury High School has a Care Management system which encourages a positive, lasting relationship between *student*, *care teacher* and *parent/caregiver*.

The care program involves Care teachers building positive relationships and working with a small group of students daily through Years 7, 8, 9 and 10. Students in the senior years move into care groups they remain with during their senior years.

## Student Support Offered

### Care Management

- The following support structures are in place:
- 1 x 10 minute care period before recess on four days with extended Care on Wednesday (40 minutes). Students meet with their Care Teacher to check Daymap notices and messages, monitor attendance and check task completion.
- 1 x 60 minute Personal Development lesson each week. Students participate in activities relating to Positive Behaviour for Learning (PBL), Career Education, Pathway Planning and preparation for subject selection. The activities are intended to support students' reflection and personal development throughout their transition to secondary school.

## **Student Wellbeing**

Maintaining the physical, spiritual and emotional wellbeing of our students is the primary concern of the Wellbeing Team. Our approach is based on ensuring that the needs of these individuals are dynamically met. Building protective strategies, developing resilient mechanisms and providing a framework of support and guidance is aimed at allowing students to thrive. Fostering positive relationships, listening with a non-judgemental view and collaborating with external sources ensures that our students have the flexible options that they require to succeed. Collaboratively, the Wellbeing Team work with Leadership, Care teachers, subject teachers, parents/guardians, and the wider school community to ensure that wellbeing is the focus of all of our interactions.

The concept of wellbeing permeates all that we do as members of the SHS community and it is with this concept in mind that we share with you how wellbeing looks at SHS

## **Pastoral Care Worker (PCW)**

The Pastoral Care Worker (PCW) supports the school and the wellbeing team in its aim to be a safe and supportive learning environment, by providing social, emotional and spiritual support, role modelling and mentoring, engaging in school internal and external activities, and being the link between the community and the school. They do this by being a listening ear, a source of encouragement and friendship, promoting positive wellbeing, facilitating community engagement through seminars and activities, and offering referral to the appropriate support services. A PCW does not promote nor discriminate on the grounds of any particular ideology, but works to enable a supportive, inclusive and caring learning environment within the school for all students.

## **Breakfast Program**

The Breakfast Program at Salisbury High School runs Monday to Friday morning from 8:00am – 8:35am. The Breakfast Program is free and available to any student who would like something to eat in the morning. Toasted cheese sandwiches, toast and milo are available.

Thank you to Kickstart for Kids who support our school breakfast program by providing us with the goods needed for the breakfast.

## **Dental for Schools 'Oral health Program'**

Dental for Schools 'Oral health Program' provide dental check-ups and treatment/s onsite. The program is run with the help of Medicare and the Child Dental Benefit Schedule (CDBS) so all children who are eligible \*no out of pocket expense for families. The mobile dental clinic will arrive on the specified dates and will only see children who have filled in a parental consent form.

Once your child has been seen you will receive an oral health report which will have notes written by the dentist as well as any necessary referrals at the end of the visit.

## Senior Central

Year 11 and 12 students have access to Senior Central study centre which is shared with Senior School staff. The facility supports a range of learning styles. The furnished courtyard is available for students who prefer a private outdoor learning environment.

Modern fully appointed kitchen and toilet facilities are available for senior students within the centre.

## Positive Behaviour for Learning (PBL)

There is a clear student behaviour management policy and procedures are based on the shared school values of Kindness, Achievement and Respect. This code of behaviour is agreed to by staff, students and parents and all classes negotiate class rules and consequences with a focus on Positive Behaviours for Learning.

Students are acknowledged for their positive behaviours and supported to maintain them. Care Teachers are informed of inappropriate behaviours, including bullying and harassment issues, through 'referrals' from staff members and they then determine the level of support required for each student within their Care Group. Care Teachers are the first point of contact for parents/caregivers and ensure they are informed and involved in the progress of their children.

Leadership manages suspension and exclusion processes and contact parents/caregivers when district support providers are involved. Leadership and Student Counsellors continue to support Care Teachers, students' and parents in their management of student behaviour.

## Student Leadership Team (SLT)

The SLT gives students opportunities to develop leadership skills, voice their opinions, share concerns and promote positive school spirit.

The SLT is a proactive group of student leaders across all year levels with all care classes represented. These students have a desire to see their leadership skills developed further. This growth and development will take place through internal leadership forums, public speaking opportunities and outside leadership conferences and events. In addition, SLT promotes positive change through involvement in school projects and community events and causes.

SLT Leaders represent their peers and provide a student perspective on decisions that may affect the student body. It gives students a platform to express their opinions and ideas, and to be responsible and active citizens who make a significant contribution in their school and community. SLT develops student's leadership skills, grows them as individuals and empowers them to make a positive change.

## Recent key outcomes

Our vocational students showed persistence during 2025. A Salisbury High School student received the NASSA Apprentice of the Year award adding to this another student received Trainee of the Year Award, also from Salisbury High School.

Year 12 indicators of success were;

Once again, strong Year 12 results – 100% SACE completion – 6 Merits, 19 A+ grades, 29.8% A grades, 54.7% B grades, an impressive 84.5% of students achieved A and B grades, 10 students achieved ATARs above 90, highest adjusted score was 99.3.

44.7% of our students achieved their SACE using VET.

University entry saw 39.7% of our students who applied, gain entry.

100% staff involvement in Professional Learning Teams focused on quality task design and explicit lesson planning.

Guided Reading and Levelled Literacy Intervention continued and is supported by a team consisting of English teachers and support staff resulting in significant improvements in reading outcomes for our students.

Successful Wellbeing Day, 17th Musical performed – The Wizard of Oz, a resounding success. The continuation of Strive Camp was a huge success and an important part of celebrating the success of our students.

Numerous students received scholarships in 2025 where Salisbury student representatives flourished in the public arena. These scholarships were strongly supported by the hard work of our teachers. Already we have students who have won scholarships for 2026 and beyond.

The School Governing Council continues to review, discuss and work together towards achieving the best outcomes for the school, students, staff and community. We look forward to another successful and full year ahead including the transition of Year 6 students into our school, the continuing success of Wellbeing Day and the importance it carries in building student support systems, NAIDOC week, numerous cultural events and events led by our very proactive Student Leadership teams. This is only a small cross section of events on the Salisbury High School calendar.

## **Special programmes**

- Youth Opportunities – a personal planning course.
- Northern Opportunities
- KAIN Foundation Mentoring

## **Key School Policies**

### **Site Learning Plan and other key statements or policies**

Throughout the last three years we have worked towards achieving a number of goals, individually, in teams and as a whole school providing many opportunities for our students to be successful. Looking at the growth across all year levels, it is clear that our staff make a significant contribution to student learning.

# Site Learning Plan



<b>FOCUS 2026:</b> <b>To foster self regulated learning through "Learning Conversations"</b> <small>*Learning conversations encompass dialogic teaching practices to promote self-planning, monitoring and evaluating processes</small>							
Collective responsibility	Engaging with children and young people	Effective teaching	Strengthening support	Empowered leadership	Partnering with families and communities	Resourcing and investment	
STUDENTS	TEACHERS	ANCILLARY	LEADERS	Family & Communities	SITE		
<b>What does it look like for...</b> <ul style="list-style-type: none"> <li>Students discussing lesson content and direction, with a focus on SRL (planning, monitoring and evaluation).</li> <li>Students able to articulate their learning/thinking.</li> <li>Students engaging more meaningfully with classroom content.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers plan with intention to provide students with structured opportunities to engage in planning, monitoring, and evaluating.</li> <li>Teachers provide feedback to students (positive reinforcement)</li> <li>Teachers create a supportive environment to encourage engagement in learning conversations.</li> </ul>	<ul style="list-style-type: none"> <li>SSOs prompt and model learning conversations that promote planning, modeling and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders will need to facilitate opportunities for teachers and SSOs to have PD and sharing of good practice – with a focus on promote SRL (planning, monitoring and evaluation)</li> <li>Monitoring implementation and impact</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardians engaging in learning conversations with their children (formal and informally)</li> <li>Parents/Guardians utilising information and supports from site to engage in learning conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Fidelity on implementation</li> <li>Development visual prompts</li> <li>Higher engagement in learning and reduced behaviour across the site.</li> </ul>		
<b>What actions do they need to take...</b> <ul style="list-style-type: none"> <li>Students need to be willing to be brave/vulnerable.</li> <li>Students need to engage in conversations (active listening, sharing opinions/thinking).</li> <li>Students asking questions.</li> <li>Students need to be respectful in their interactions with others.</li> <li>Students develop an understanding of the metacognitive prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers develop an understanding of the metacognitive prompts.</li> <li>Teachers need to plan for learning conversations.</li> <li>Teachers need to implement, adjust, and persist with learning conversations.</li> <li>Teachers need to provide structure, prompts and model.</li> </ul>	<ul style="list-style-type: none"> <li>SSOs develop an understanding of the metacognitive prompts.</li> <li>SSOs will need to prepare to model and prompt learning conversations.</li> <li>SSOs will need to be mobile to look for opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders will review and respond to the emerging needs of the site</li> <li>Leaders allocating time through learning areas and whole staff for PD and sharing of good practice.</li> <li>PLT</li> <li>Whole Site PL</li> <li>Leaders Meetings</li> <li>LA Meetings (fixed agenda item)</li> </ul>	<ul style="list-style-type: none"> <li>Parents/Guardians talking to children about their day at school.</li> <li>Parents/Guardians accessing child's learning (DayMap, Outlines, Timetables, Tasks)</li> <li>Parent/Guardian engagement at SLCs, other community forums and with site communications.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walk process developed to provide evidence of and impact of learning conversations.</li> <li>Monitoring of impact</li> <li>Resourcing</li> <li>PL opportunities</li> <li>Time (incl. release)</li> <li>Site to provide information and education sessions for parents to support engagement.</li> </ul>		
<b>What challenges will they face...</b> <ul style="list-style-type: none"> <li>Students are uncomfortable with failure/make mistake.</li> <li>Students wanting direction.</li> <li>Students not knowing where to start.</li> <li>Students not having the language to share.</li> <li>Students with social anxiety</li> <li>Student apathy</li> <li>Students having fixed mindsets</li> </ul>	<ul style="list-style-type: none"> <li>Teachers feeling uncomfortable/under skilled to lead learning conversations.</li> <li>Teachers being uncomfortable whilst students/teachers are in the "learning pit" of implementing new pedagogies.</li> </ul>	<ul style="list-style-type: none"> <li>SSOs not having access to PD opportunities to build skills to support and model learning conversations.</li> <li>SSOs feeling a need to "rescue" students who are struggling.</li> <li>SSOs having to provide support in unfamiliar contexts</li> </ul>	<ul style="list-style-type: none"> <li>Leaders managing inconsistencies across learning areas and within teams</li> <li>Leaders monitoring for implementation.</li> <li>Leaders knowing how to identify and measure impact</li> </ul>	<ul style="list-style-type: none"> <li>Access to learning</li> <li>Knowledge and understanding to engage in conversation.</li> <li>Language/Literacy barriers</li> <li>Time and opportunity</li> <li>Parents dispositions to learning.</li> <li>Internet access</li> <li>Relationship to school</li> </ul>	<ul style="list-style-type: none"> <li>Conflicting priorities</li> <li>Monitoring impact (HOW?)</li> <li>Engaging with the parents/community – need to determine effective modes of engagement.</li> <li>Quality assurance</li> </ul>		
<b>How will we know if we are having an impact? (When?)</b>		Students achieving better outcomes: <ul style="list-style-type: none"> <li>Reduction in failing grades – Ds, Es and Ns</li> <li>Reduction in "Needs Improvements" for effort.</li> </ul> Through Learning Walks and observation – Noticing: <ul style="list-style-type: none"> <li>Improvements in students self-planning, self-monitoring and self-evaluation strategies</li> <li>Increased engagement in lessons. Reduction in off task behaviour</li> <li>Students able to articulate their thinking and understanding more effectively.</li> <li>Intentional "Learning Conversations" occurring in all classes.</li> <li>Students more resilient when failing or making mistakes.</li> </ul>				<p><b>Effective learners</b></p>	



<b>FOCUS 2026:</b> <b>To foster student self-efficacy through goal-setting practices that promote ownership of their learning.</b>							
Collective responsibility	Engaging with children and young people	Effective teaching	Strengthening support	Empowered leadership	Partnering with families and communities	Resourcing and investment	
STUDENTS	TEACHERS	ANCILLARY	LEADERS	Family & Communities	SITE		
<b>What does it look like for...</b> <ul style="list-style-type: none"> <li>Students set learning (not performance) goals using WOOPS (Wish, Outcome, Obstacles, Plan, Self-monitor).</li> <li>Students identify behaviours that improve learning (decoding, feedback-seeking, task attempt).</li> <li>Students clearly articulate goal, strategies and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers (care) deliver the WOOPS goal-setting lesson and teach the difference between performance and learning goals.</li> <li>Teachers model planning, monitoring, evaluating and reflection strategies.</li> <li>Teachers embed self-reflection prompts in lessons.</li> <li>Teachers know students and help to set relevant goals, check in, and support progress.</li> </ul>	<ul style="list-style-type: none"> <li>SSOs support students to set relevant goals and unpack obstacles.</li> <li>SSOs help students identify strategies, evaluate progress and adjust goals, if required.</li> <li>SSOs know student goals and support them to achieve.</li> <li>SSOs use consistent SRL language (plan, monitor, evaluate).</li> </ul>	<ul style="list-style-type: none"> <li>Leaders ensure staff receive training on WOOPS and SRL.</li> <li>Leaders ensure PD time is used to teach, evaluate, and refine goals, and support staff to understand the purpose and importance of these processes.</li> <li>Leaders monitor consistency across care classes.</li> <li>Leaders model SRL and goal setting through their own leadership processes.</li> </ul>	<ul style="list-style-type: none"> <li>Parents receive communication when goals are set.</li> <li>Parents know the student's Wish, Outcome, Obstacles and Plan and are guided on how to encourage self-monitoring at home.</li> <li>Parents will discuss learning processes (not grades) during SLCs, meetings and DayMap communication.</li> </ul>	<ul style="list-style-type: none"> <li>The site develops consistent WOOPS templates, reflection prompts and monitoring tools for students and staff.</li> <li>The site embeds WOOPS language into reporting snapshots and reports.</li> <li>Whole-school practices and celebrations recognise effort, persistence, strategy use and learning behaviours, not just final achievement.</li> </ul>		
<b>What actions do they need to take...</b> <ul style="list-style-type: none"> <li>Students use WOOPS to set goals, monitor progress, evaluate and adjust strategies.</li> <li>Students share goals with teachers/parents, and later on their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Teach WOOPS explicitly; support students to set relevant goals.</li> <li>Teachers regularly check-in and feedback on strategy use and resilience.</li> <li>Teachers embed WOOPS questions into classroom routines ("What's your plan?", "What strategy will you try?", "How will you know you're improving?").</li> </ul>	<ul style="list-style-type: none"> <li>SSOs support students to unpack obstacles + identify strategies.</li> <li>SSOs review goals, check in, help monitoring and adjusting.</li> <li>SSOs use shared SRL language (plan/monitor/evaluate).</li> </ul>	<ul style="list-style-type: none"> <li>Leaders ensure staff training and time allocation for WOOPS.</li> <li>Leaders monitor consistency and provide feedback/feed-forward.</li> <li>Leaders model SRL and goal-setting.</li> </ul>	<ul style="list-style-type: none"> <li>Parents &amp; Caregivers discuss goals and encourage reflection at home.</li> <li>Parents focus on learning processes, not grades.</li> </ul>	<ul style="list-style-type: none"> <li>The site uses consistent WOOPS templates, prompts and reporting language. The site embeds goal-setting across PD, snapshots, SLCs and reports.</li> </ul>		
<b>What challenges will they face...</b> <ul style="list-style-type: none"> <li>Difficulty self-monitoring or identifying learning goals/obstacles.</li> <li>Losing motivation or confusing performance goals with learning goals.</li> <li>Measuring achievement of goals.</li> <li>Language barriers for goal specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Time for check-ins.</li> <li>Consistency across care classes.</li> <li>Confidence in metacognition instruction.</li> <li>Student "buy in"</li> </ul>	<ul style="list-style-type: none"> <li>Limited time capacity + competing responsibilities.</li> <li>Fatigue.</li> </ul>	<ul style="list-style-type: none"> <li>Staff buy-in varies.</li> <li>Need to shift practice from "setting" to "teaching" goal-setting.</li> </ul>	<ul style="list-style-type: none"> <li>Limited capacity to support conversations.</li> <li>Performance-based thinking.</li> <li>Unfamiliar with WOOPS language.</li> <li>Cultural and language barriers.</li> <li>Lack of communication. Getting in contact with parents.</li> </ul>	<ul style="list-style-type: none"> <li>Time to embed systems.</li> <li>Onboarding new staff.</li> <li>Sustaining processes.</li> <li>Ensuring quality and safe guarding academic processes</li> </ul>		
<b>How will we know if we are having an impact? (When?)</b>		Students achieving better outcomes: <ul style="list-style-type: none"> <li>Students articulate processes &amp; strategies, not just outcomes.</li> <li>Increased persistence, resilience, self-regulation.</li> <li>Reduction in "Needs Improvement" for effort.</li> <li>Greater use of strategies and adjustments over time.</li> <li>Embedded WOOPS across care, SLCs and reporting structures.</li> <li>Improved engagement, attendance + task completion.</li> <li>Teachers more confident facilitating metacognitive practice</li> </ul>				<p><b>Learner agency</b></p>	

## **Subject offerings**

### **Junior and Middle School**

The school is committed to engaging students in learning through a relevant, flexible and challenging curriculum which supports student pathways and promotes retention. The school offers a curriculum in line with the Australian Curriculum framework.

### **Senior School Curriculum**

#### **Senior School**

Senior School has a clear aim, "to see every student successfully placed in higher education, training, employment or community and service". Our Senior School Pathways program is highly successful in providing all students with every opportunity to achieve the highest possible educational outcomes and career aspirations.

To facilitate successful outcomes, Senior School promotes positive and supportive relationships between students, teachers and parents. Consequently, all students are expected to take responsibility for their personally set learning goals to grow as confident, independent and collaborative learners. To achieve this, every senior school student is mentored by a Senior School care teacher to achieve their personal best with their individual learning and career goals.

High expectations, a safe and secure learning environment and opportunities for students to pursue their individual interests are essential elements of the educational programs we offer in Senior School.

Achieving the South Australian Certificate of Education (SACE) forms a part of our curriculum provision, but it is not the entire focus of our approach. Far more important is that students have a productive pathway beyond school.

#### **Vocational (VET) Pathway**

Vocational Education and Training (VET) gives students the opportunity to gain a nationally recognised qualification (Certificate I, II or III) in a wide range of industry areas, including Animal Care, Automotive, Engineering, Construction, Plumbing, Electrotechnology, Hair and Beauty, Hospitality and Food Processing, Health and Community Services, Resources and Infrastructure, and Creative and Digital Technologies.

Students combine VET with their SACE studies, setting them on a pathway to tertiary study, further vocational education, apprenticeships, traineeships, or employment.

VET students have a flexible timetable and study load, allowing students to complete their SACE while gaining industry qualifications.

#### **Inclusive Education**

The Inclusive Education team at Salisbury High is a dedicated team that has been established to support Students with Additional Needs (SWAN). These may include

students with Verified Disabilities, Specific Learning Difficulties and students requiring additional support with Literacy and Numeracy development. The Inclusive Education team works collaboratively across the site to support SWAN students, their families and staff to ensure that these students have the opportunity to access education on the same basis as their peers.

This is achieved through;

- Information and Documentation
- Adjustments and Support
- Identification and Verification
- Monitoring and Review

The Inclusive Education Team also supports and implements a variety of interventions across the site. These interventions are targeted to meet the needs of the individual students and include programs such as;

- Literacy Intervention
- Numeracy Block Support
- Middle and Senior School Learning Support
- Social Skills Program
- Executive Functioning Support
- Studio Classes
- In-class support
- Case Management

## **Aboriginal Education**

The Aboriginal Education team provides a range of programs to support Aboriginal and Torres Strait Islander students and their families.

Our aims are to:

- foster strong and rich interactions between families, school and the community, promoting the importance of cultural knowledge and identity in the development of resilience.
- maximise potential in literacy and numeracy skills, attendance, engagement, leadership, SACE completion and post school options.
- actively involve every Aboriginal and Torres Strait Islander child by empowering them in their learning through an effective and regular cycle of planning, review and reflection.

The team supports students & families via:

- Case management
- Performance reporting
- Academic recovery and tutoring
- Literacy and Numeracy improvement planning

- One plan documentation
- Attendance tracking
- Specialised programs
- Development of the site Reconciliation Action Plan (RAP)

Programs available include:

- Mentoring
- Academic recovery tutoring
- Study line tutoring
- SAASTA – Years 11 to 12
- SAASTA Certificate III courses
- Work About Centre programs – 5 Steps to Work Readiness, Driver Education, introductory courses
- Year 7 and 8 literacy class
- Clontarf Academy
- STARS Academy
- Sista Gurlz Group

## English as an Additional Language Program

At Salisbury High school, we value the cultural and linguistic diversity of our students and continually aim to address the needs of those students who need support to develop their skills in the English language.

Salisbury High School has a range of cultural and linguistic backgrounds; Arabic, Nepalese, Afghani, Dutch, Burmese, Chinese, Italian, Greek, Vietnamese, Indian, Africans (different countries), Filipinos and Aboriginal. These groups are growing considerably every year with the influx of cultural groups from Syria and Nepal in particular. According to our statistics, at Salisbury High School we have 304 NESB students (30 different languages) 60% of whom need to do English as an additional language (EAL) to become proficient communicators who are able to:

1. Evaluate important information, details and ideas presented in spoken, written and visual language in social and academic contexts.
2. Analyse the information, draw conclusions and make inferences about ideas, opinions, and attitudes implied in a wide range of spoken, visual and written texts.
3. Engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanations.
4. Organise information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audience, and for a variety of social and academic purposes.

Many of our new arrival students attend the New Arrival Program at Adelaide Secondary School of English for a year. At our school, we are committed to develop an inclusive teaching and learning environment as well as instilling the values and

guiding principles of internationalism across all curriculum areas. The celebration of cultural events; Wellbeing Day, Harmony Day, Cultural Showcase and Refugee week, are seen as essential elements in actively involving students in developing understanding of inclusiveness and cultural diversity.

Fortunately, we have great support from the community who are encouraged to contribute and shape the ethos and values of our school. Students are also encouraged to contribute to multicultural and international aspects of school life and understand the impact they are able to have at a local and global level.

EAL students need to learn the language of instructions in English to improve their literacy skills as well as meeting curriculum expectations.

English as an Additional Language Program aims to:

- Engage students in the study of many aspects of the language and culture of the community.
- Develop the student's language, specifically their reading, listening, writing, speaking, viewing and critical literacy skills.
- Provide a linguistic and academic challenge for students in order to give them the best possible educational experience and develop their language skills to their full potential.
- Offer a study of a wide range of text types, writing styles and techniques across all year levels.
- Develop programs that foster student voice to maximise student learning outcomes – ARA Youth Ambassadors Program, Kain's Lawyers initiatives.
- Encourage and value parent participation and involvement at all levels through events, school visits and community general meetings.
- Provide a culturally inclusive curriculum in which methodologies, content and practices enable each student to reach their full potential.
- Collaboratively plan, implement and evaluate classroom units of work (literature, modelled and guided reading) to further ensure each student develops a wider perspective about the world they live in.
- Provide support teaching programs for the EAL students where there is a specific need. This includes assisting individuals (one on one) and small groups in the mainstream classes.
- Provide opportunities for all learners to develop cultural understanding.

The English as an Additional Language Program supports whole school practices by:

1. Organising translators and interpreters for general meetings at school as well as the parent interview nights at the end of each term.
2. Coordinating the translation of school documents.
3. Developing, monitoring and updating school database on EAL students for classroom, school based and departmental requirements.
4. Ensuring that parents and caregivers have access to Bi-Lingual school support officers if required.

## **Students with Disabilities**

### **Special needs**

Salisbury High supports Students with Disabilities by delivering a curriculum which enables them to achieve individual success. The curriculum focuses on functional lifelong skills so that students can achieve productive and purposeful post-school lives.

### **Unit and Special Classes**

Enrolment into both Unit and Special classes at Salisbury High School are through a central placement process, please speak with existing school or contact Disability Services on 8314 4000.

### **Special Class – 3 Classes**

Students undertake a 6-year program where they study both Australian Curriculum and Modified Stage 1 and 2 SACE subjects.

#### **Year 7, 8, 9 and 10**

Students develop an understanding of themselves, independent skills, and work on appropriate social skills, including independent transport training.

#### **Year 11 and 12**

Students complete Stage 2 Modified SACE whilst developing their post school pathway and gaining various support services such as Disability Pension, access to specialist employment agencies and links with employment. During this year students can participate in an extensive work placement program.

### **Disability Unit – 3 Classes**

Students undertake a 6-year program where they study both Australian Curriculum and Modified Stage 1 and 2 SACE subjects.

#### **Year 7, 8, 9 and 10**

Students access a learning modified to suit their needs. Students develop an understanding of themselves, independent skills, and work on appropriate social skills in a variety of settings. Students go onto develop an understanding of their personal learning goals to work through their SACE program.

#### **Years 11 and 12**

Students have the opportunity to develop individual post-school pathways. There is extensive work placement program and students are supported to link with a variety of agencies.

Students participate in developing their post school pathway and gain various support services such as Disability Pension, access to specialist employment agencies and links with employment.

## **Care Group**

In years 7-10, students are placed in a care group with mainstream students as this provides consistency and the opportunity to develop friendships outside special education. The needs of the students change in Year 11 and 12 therefore students are allocated a special education care teacher where post school options can be explored.

## **Literacy and Numeracy**

Literacy and Numeracy lessons are held at the beginning of each day to achieve core learning outcomes for students. Reading and phonics testing are utilised to place students into ability level classes, these classes are targeted to build students capacity to read and comprehend text.

## **Modified EIF/AIF**

EIF/AIF is a compulsory SACE subject undertaken in Year 11. Students with disabilities complete Modified EIF/AIF with a Special Education teacher. The teacher develops content relevant to each student.

## **Transport Training**

Salisbury High School has an expectation that, where applicable, students are off taxi transport during Years 9 and 10 this is in conjunction with parents. Explicit training is conducted to walk, take a bus or train to and from school.

## **Tailored Learning**

At Salisbury High School, we believe every student deserves the support they need to succeed. Tailored Learning provides flexible, personalised programs for students facing challenges that impact their attendance or engagement, including mental health concerns, family difficulties, or other complex circumstances.

Students remain enrolled at school while receiving additional support through case management, flexible timetables, smaller group settings, or alternative learning environments, including off-site options where appropriate. We work closely with students and families to monitor progress and maintain connection, with the goal of helping every student re-engage in learning and feel confident about their future.

What it looks like:

- Personalised timetables developed with students and families

- Case management support
- Alternative learning spaces onsite or off-site
- Regular communication with families and support services

Levels of Support:

- **THRIVE (Level 1):** For students attending regularly but struggling in mainstream classes. Includes flexible timetables, modified learning, and support referrals.
- **On-site Tailored Learning (Levels 2–3):** For students needing additional support and case management to stay connected to school.
- **Off-site Tailored Learning (Level 4):** For students who are fully disengaged and require intensive, wrap-around support. Learning takes place off-site while the school continues to oversee education and wellbeing.

## Sporting Activities

Salisbury High School is part of the SA Secondary School Sports Association and competes in the Northern Zone, giving students access to a wide range of inter-school competitions and sporting opportunities.

Students can participate in Northern Zone carnivals such as Indoor Cricket, Football, Beach Volleyball, Soccer, Tag Rugby, Basketball, Netball, and more, along with popular coaching clinics from organisations like Cricket SA and Adelaide United.

Major events include the School Athletics Carnival and the Combined Northern and Vista Zone Athletics Carnival at SANTOS Stadium. Students are also encouraged to develop leadership skills through coaching, umpiring, and organising activities.

Lunchtime Sport runs daily in the gym, offering activities such as Basketball, Soccer, Badminton, and Volleyball. Students can also borrow equipment to enjoy both social and competitive play during breaks.

## Other Co-Curricular Activities

Student Action Team

- House System
- Assemblies are held once per term for each year level. Both students and staff present on key topics, with student performers and multicultural groups encouraged to participate. Assemblies aim to provide as many students as possible with opportunities to speak or perform, helping to build confidence and develop public speaking skills.
- Student Clubs run during lunchtime by staff including; Lego club, Magazine club, Choir club, Chess club, Dungeons and Dragons club, Meditation Club,

Soccer Club, LKBA Basketball club, Volleyball Club, Table Tennis Club to name a few.

- Music
- School Musical
- All Year 7 students and parents are involved in orientation activities early in the year.
- City Bound Discovery Program for Year 9 students
- Most curriculum areas enter students in state and national competitions
- Arts exhibitions held each year
- Excursions and camps take place according to subject needs
- English and Maths Club
- Involvement in Community projects
- Harmony Day
- Wellbeing Day
- Lunchtime activities
- Youth Opportunities
- Breakfast Club
- Homework Club
- Tutoring for Year 12 students
- Power Cup, SAASTA
- Levelled Literacy Intervention program in place and showing improvement
- Guided and Modelled reading occur during weekly literacy blocks
- Ongoing NASSSA Maths Olympics involvement

## **Staff**

### **Staff profile**

The teaching staff range from early career educators to highly experienced teachers. The school benefits from a stable and consistent workforce, reflecting the strong support provided through effective induction programs and a positive learning environment for both staff and students.

## Leadership structure

<b>Principal</b>	Danni Margan	
<b>Director of HR, Wellbeing &amp; Inclusion</b>	Therese Musolino	
<b>Executive Team</b>	Christine Cole Adam Calnan Leon Karvelis Adrian Mann Rebecca Ludewig Jason Price Julianne Welk Ann-Marie Hurley Dale Merrett	Students with Disabilities Senior Leader Junior School Senior Leader Middle School Senior Leader Senior School Senior Leader Director of Teaching & Learning Director of Innovation & Improvement Business Manager Principals PA Wellbeing Lead
<b>School Leaders</b>	Jessica Thomas Isabella Bianchini-Wood Dora Bruno Lachlan Cross Briianka Daniels Robbie Daly Jude Dunn David Eldridge Eleni Galanos Eden Houghton Jamie Humphrys Courtney Jamar Josh Jenner Sarah MacAskill Sabrina Maley Meg Hughes Richard Phillipson Jason Roe Todd Symons Morgan Thorpe Morgan Thorpe Ali van Hoof Carla Freedman Darren Woolford Curtis Wolrige Doris Yu	Students with Disabilities EIF & AIF HASS & Languages Sports/Extra Curricula VET & Careers TLP Tailored Learning Data & IT Student Leadership Senior School Numeracy Inclusive Education SAASTA/AET ARTS Inclusive Education Teacher Leader English & Literacy Improvement Middle School Health & Physical Education HR & Culture EAL & Literacy Science Aboriginal Education EAL & Cross Curriculum Literacy Design Technology & D2C Junior School Mathematics

## Staff Support Systems

The Executive team meets weekly to discuss upcoming events and operational requirements. The School Leadership team meets twice per term to review and discuss curriculum guidelines. Whole staff meetings are held once each term.

## **Performance Management**

All staff have clear roles and responsibilities including teachers and Care Teachers, with leaders ensuring there are clear improvement goals and priorities for student learning. All staff meet with their Line Manager for performance development planning.

There is a strongly supportive culture with many opportunities for professional learning and to initiate and manage change to improve school and student outcomes.

## **School Facilities**

### **Buildings and grounds**

The school was built in 1959. The original building is a double storied air conditioned complex with several connecting wings. Further buildings have since been established on the site including a fully sized gymnasium, Design Technology, Senior School, Performing Arts, Food Technology, Visual Arts and buildings containing further general learning spaces.

The front of the school is lined with established large gums. The lawn areas of the school include garden beds surrounding school buildings. The school is fully fenced around the school's buildings and oval. Salisbury High School is an air-conditioned school. Additionally the existing Library was refurbished in 2021.

### **Heating and cooling**

The school is fully air-conditioned including the Gym and Performing Arts

### **Centre Specialist facilities and equipment**

At Salisbury High all students are issued with a laptop for their learning. In Digital Technology/Media students have access to 2 iMac suites and a Specialist Microsoft suite for desktop publishing, video editing, coding, photography, CAD and app development. Music incorporates a specialist iMac suite with electronic keyboards to assist students in producing and enhancing their own musical compositions.

Our school has embedded ICT into the teaching and learning with the student laptop program and interactive classrooms. An extensive wireless network allows for constant high speed Internet connection, shared resources and roaming personal profiles.

### **Student facilities**

A Student Services area is available with support. A canteen with seating nearby is provided for student use at recess and lunchtimes with improved seating and covered areas for students. Senior students have a Senior Study area, with smaller breakout areas for group and private study

Additionally, our Front Office, Front Foyer and Student Services has been completely refurbished to improve functionality for all. Lastly a lightweight technology centre has been built to accommodate variations of technology and design including activities like robotics, jewellery making and electronics.

There are dedicated rooms for Aboriginal students and staff.

A Year 11 and 12 study area, Senior Central, has been developed to support senior students. A culture of learning and support is the focus of this space.

### **Access for students and staff with disabilities**

The school has an internal lift, which connects the ground floor with the first floor in the main building. All other buildings have ramps for easier access, or the rooms are at ground level. There are allocated parking bays in the car park for the arrival and departure of students and staff with disabilities.

### **Access to bus transport**

At the Salisbury Interchange there is both bus and train transport. It is a 5-minute walk to the Interchange from the school. Buses are also available on Waterloo Corner Road, which is less than 5 minutes from the school.

## **School Operations**

### **Decision making structures**

The school has a clear purpose with well-developed processes and operating principles, using codes of conduct for staff, students and Governing Council. There are clear decision-making processes and grievance procedures in place.

The consultation process occurs in a range of forums and ways eg via staff meetings, cross-curriculum teams, year level teams, curriculum teams and Governing Council meetings. Curriculum Leaders manage teaching and learning programs in the school, supported by Senior Leaders.

### **Regular publications**

The school newsletter is emailed to all parents and students twice each term and is an important link between school, community and home. Staff and student notices appear each day and are conveyed to students during morning Care through daymap. A designated school Facebook page shares regular information about the school with families and the local community. An online Curriculum Guide, with all courses offered at the school, is updated each year to coincide with Subject Selection.

Staff are able to access the Handbook via the school intranet. The school website is updated regularly. It includes upcoming events, curriculum information, newsletters and school policies. Display LED screens throughout the school (Front lawn, Canteen, front foyer, Resource Centre and Senior School study centre) highlight daily events

### **Other communication**

Parent-Teacher evenings are held on the last Wednesday of Term 1, 2 and 3 for student led conferences and report collection. Parent are contacted by Care Teachers via phone and/or email. Letters, text message links or E-flash are sent home to formally inform parents of action undertaken at school or to update parents on relevant information. This provides our community with updates on newsletters, the

school calendar, forms and documents, canteen and regular bulletins. Snapshot student results are sent home midway through each term.

DayMap provides access for students to assessments and learning programs both on site and from home.

The school holds an Open Night, Sports Day, Athletics and Year 7 Transition visits, Year 10 Graduation and Student Learner Profile night for Transition students.

Assemblies are held once a term across individual year levels.

Speech Day and farewell celebrations occur at the end of each year.

### **School financial position**

Salisbury High School is funded through a Resource Entitlement and through the collection of school fees, which were \$403 per student but due to state government rebates parents only need to pay \$203 for 2026.

The school's Finance Team operates effective policies and procedures to ensure that the many successful programs and initiatives that operate can do so with adequate resourcing.

Additional resources are sought through applying for grants, sponsorship or from establishing partnerships. Salisbury High School has a Financial Advisory Committee, which operates as a sub-committee of the Governing Council.

## **Local Community**

### **General characteristics**

The local area is under redevelopment and many Housing Trust homes are being demolished and making way for privately owned homes. The Salisbury Swimming Centre is adjacent to the school and shares our back boundary fence. There is a direct access path to the Salisbury Interchange from the back corner of the school oval. One side of the school is bounded by the railway line. The school occupies the entire length of Farley Grove. There are 30 cultures and languages represented in the school.

### **Parent and community involvement**

There is strong parental and community involvement in the school. Parents are welcome to school events and are active participants at our Wellbeing Day, Athletics Day and Speech Day.

The Governing Council is a representative sample of the available parents. The school expects that all parents will collect student reports from Care Teachers on the last Wednesday of Term 1, 2 and 3. Term 4 reports are posted home. Old Scholars and business and industry actively support the school in many ways eg Mentoring, work placement expertise and resources for Speech Day Student Awards.

### **Feeder or destination schools**

The school has over 26 feeder schools, the four zoned schools are Salisbury Primary School, Salisbury North Primary School, Salisbury Park Primary School and Brahma Lodge Primary School. Our closest primary school is Salisbury North R-7 School.

### **Other local care and educational facilities**

Sharing the school boundary is the Salisbury Swimming Centre. The local hospital is the Lyell McEwin Health Service. There are medical centres within 3 kms of the school. Sports facilities include Salisbury United Soccer ground, Salisbury North Football facilities, a par 3 Golf Course, lawn tennis courts and various grassed ovals.

### **Commercial/industrial and shopping facilities**

The school is close to Salisbury City Centre and Parabanks Shopping Centre. There are neighbourhood shopping centres close to the school in Salisbury North. Parafield Airport is approximately 5 kms south of the school. On Main North Road, at the Salisbury turn off, there are a range of large businesses. Edinburgh Park Industrial Precinct is 3.2 kms north of the school.

### **Local Government body**

The local area is covered by the Salisbury Council.

### **Further Comments**

The school places each child at the centre of its business. Staff work together as a team, providing support and care for all members of our school community. Parents/ Caregivers are integral to our school, and they are regularly invited into the school. Student and staff successes are celebrated regularly.